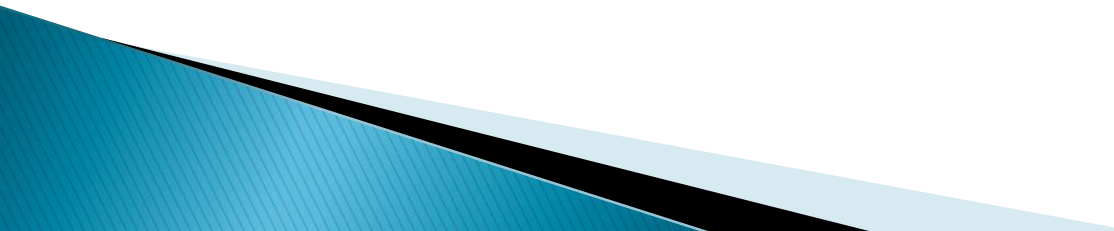


# Evaluating Title I District Parent Involvement Policies

Jasmine D. Gary, Title I Program  
Rhode Island Department of Education

# Technology Notes

- ▶ Attendees will be muted throughout the webinar
  - ▶ Attendees can submit questions throughout the presentation using the chat feature
  - ▶ Open for questions at the end:
    - Attendees can use raise hand feature to be unmuted
  - ▶ Webinar will be recorded
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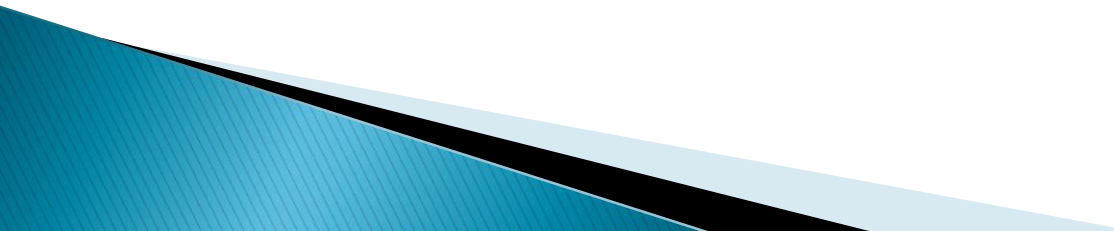
# Purpose & Overview

- ▶ Provide strategies for effectively evaluating district Title I parent involvement policies and programs
  - Process for developing systemic parent involvement
    - District policy review & development
    - Program development
    - Implementation
    - **Evaluation: The Logic Model**
    - Inform policy & practice
  - Questions & Resources

# Process for Developing Systemic Parent Involvement



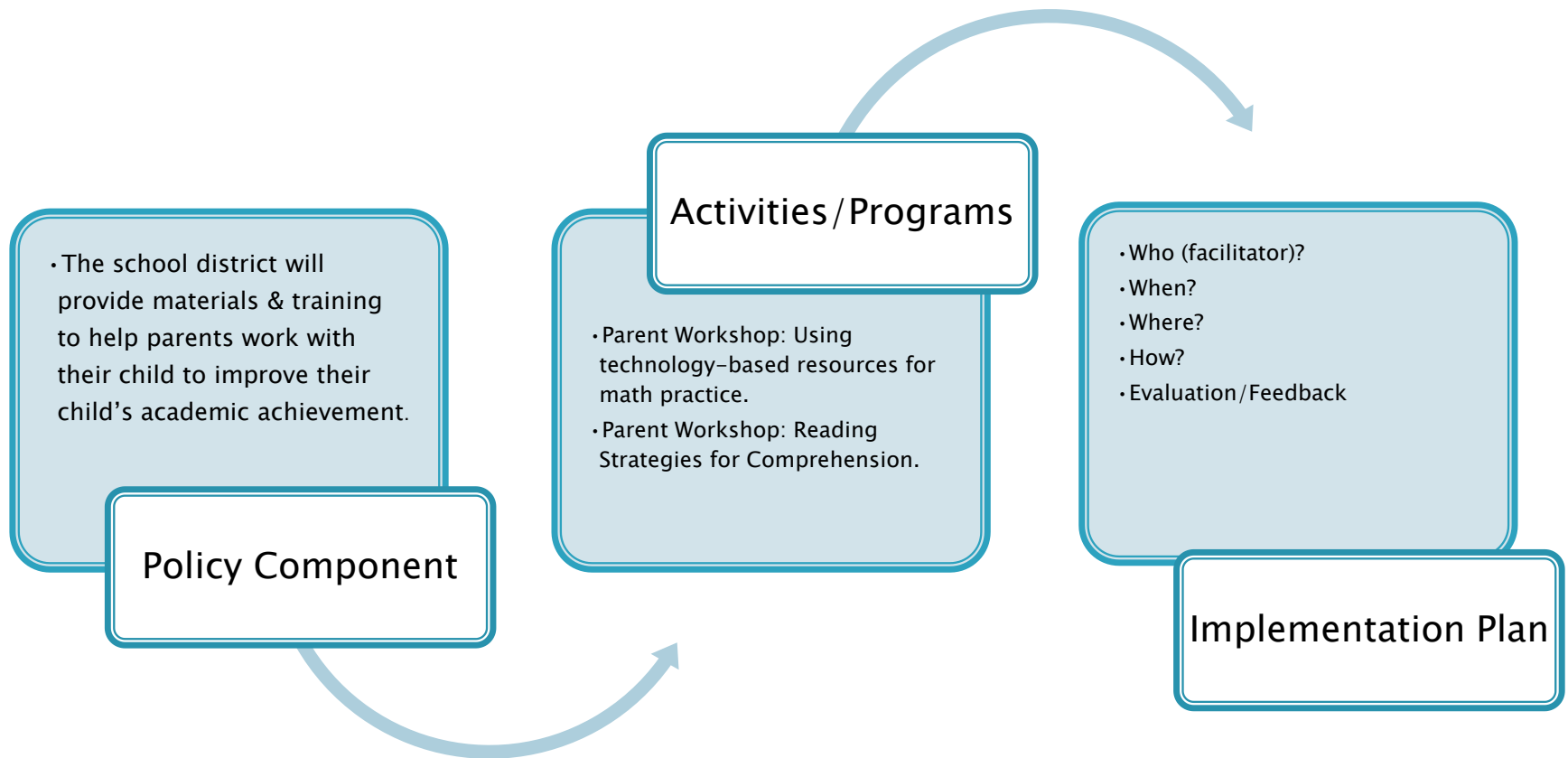
# District Policy Review & Development [§1118(a)(2)]

- ▶ District's expectations for parent involvement
  - ▶ How the district will meet the components of parent involvement, including:
    - Building school and parents' capacity
  - ▶ Discretionary activities
    - Establishing district-wide parent advisory council
    - In home conferences
    - Parent liaisons
- 

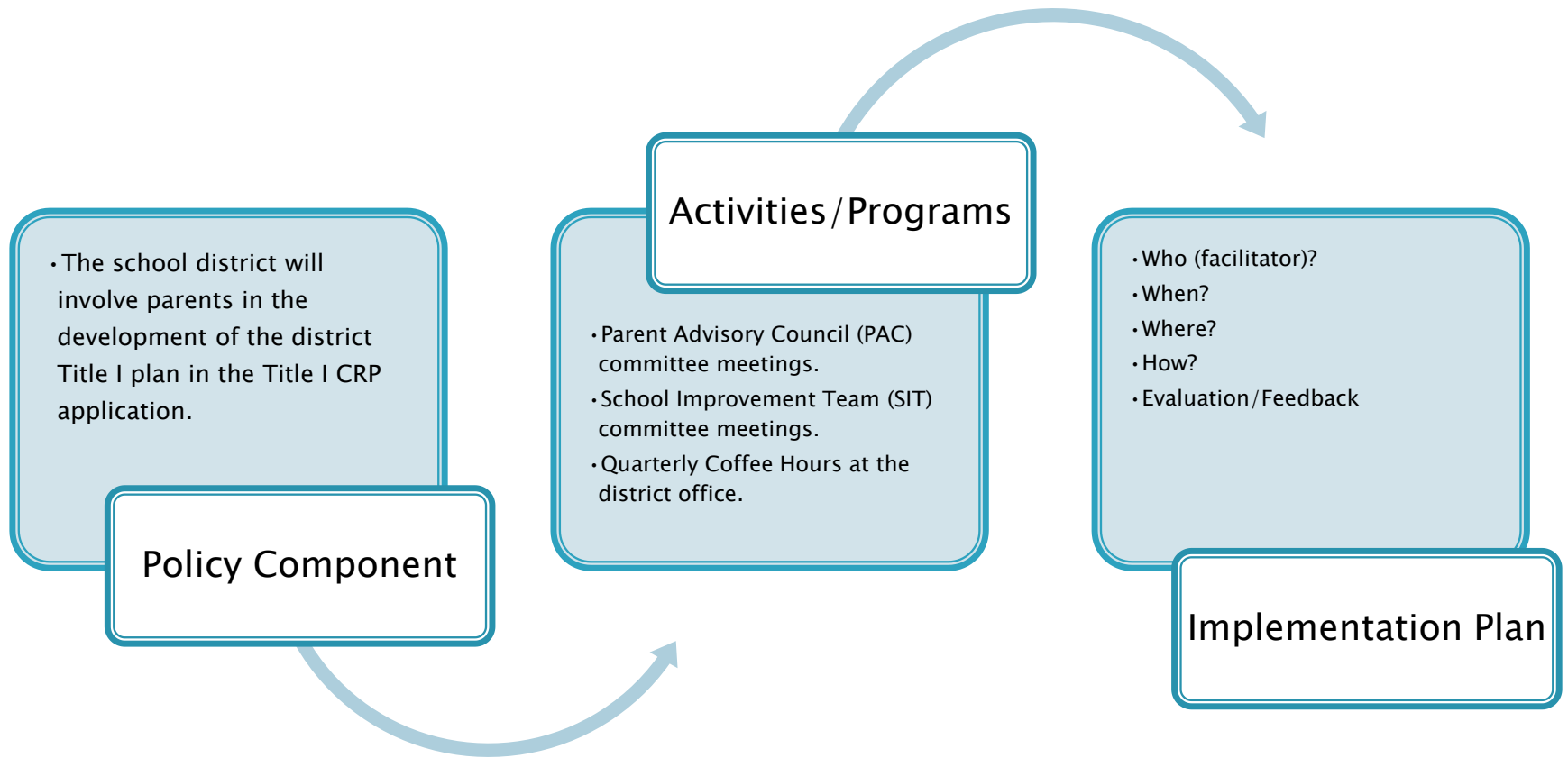
# Process for Developing Systemic Parent Involvement



# Program Development

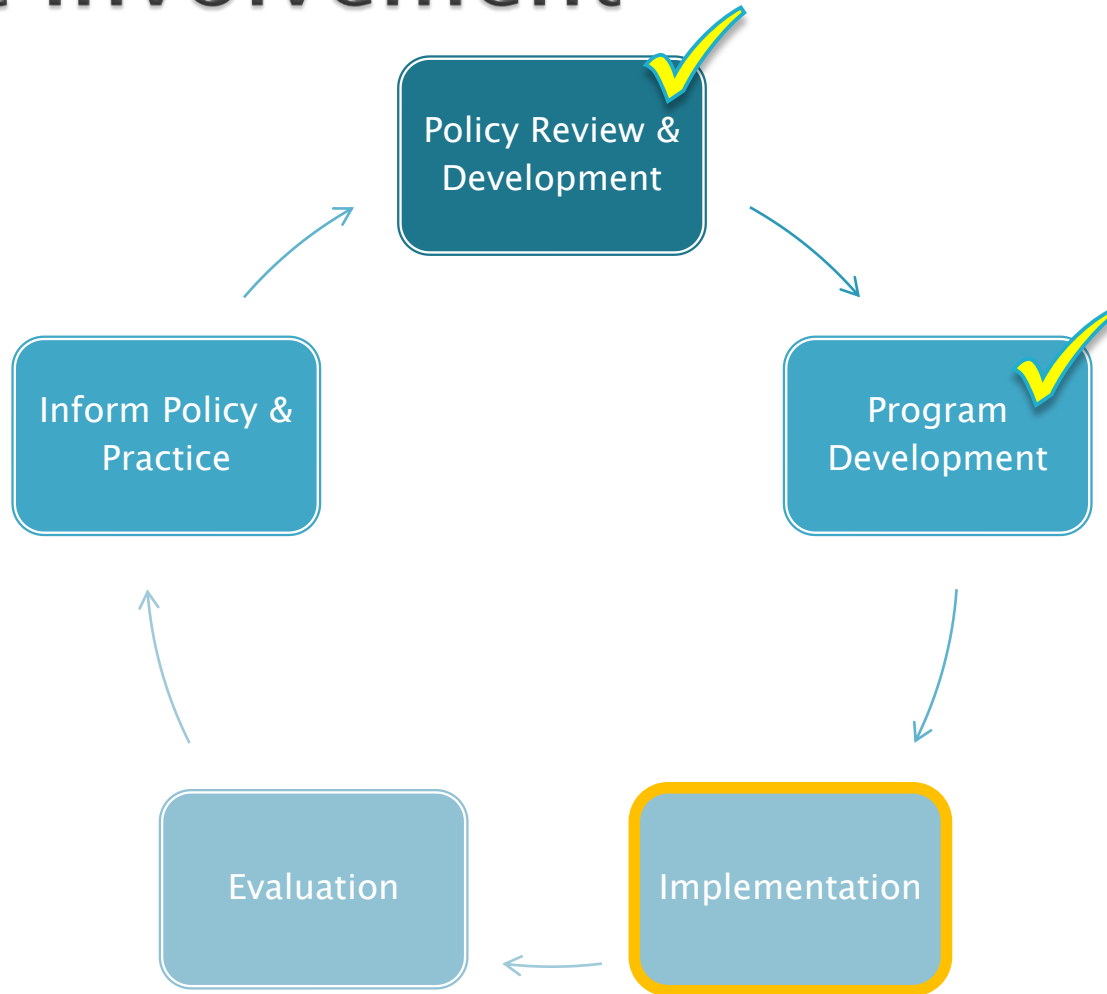


# Program Development





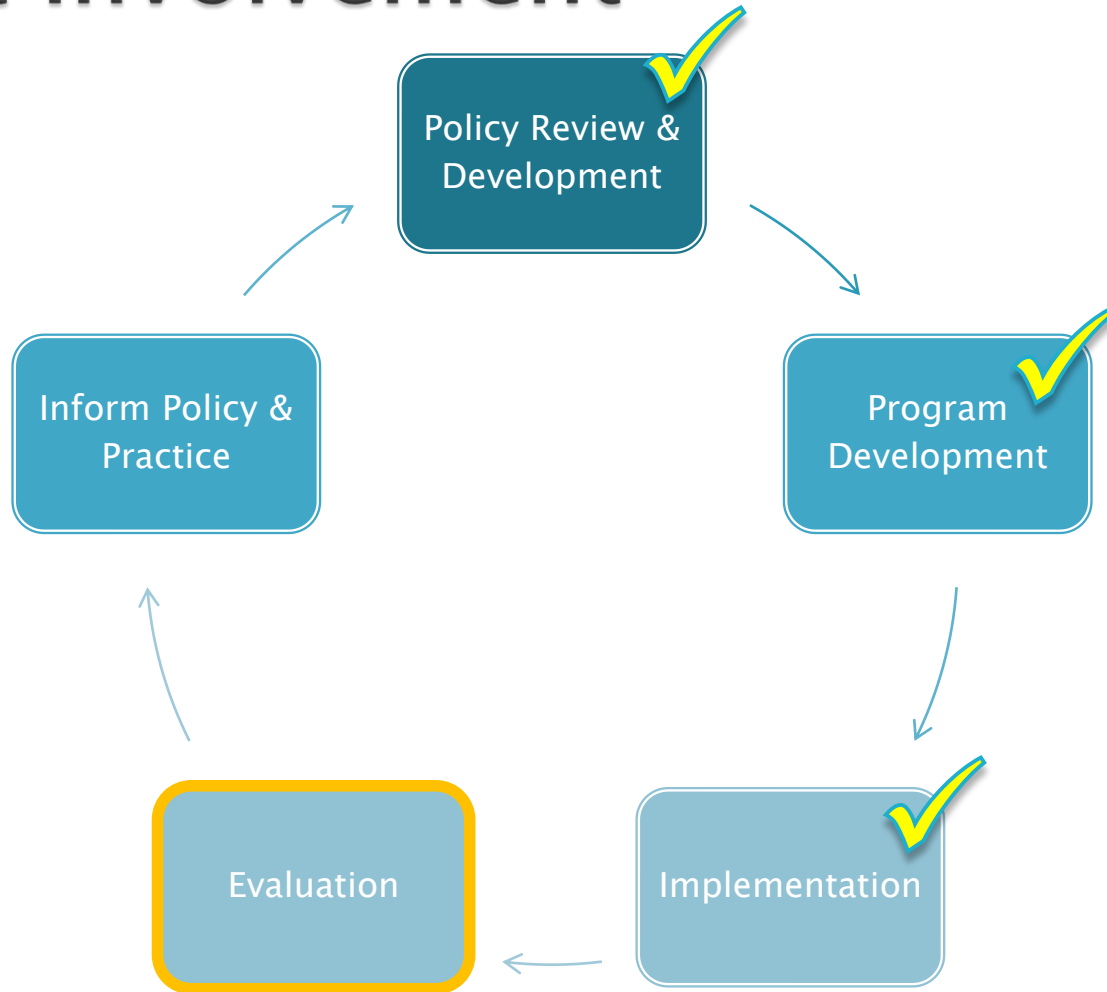
# Process for Developing Systemic Parent Involvement



# Implementation

- ▶ The programs and activities from policy that link to policy components, district goals, and student learning
- ▶ Evaluation on the content & effectiveness of programs and activities

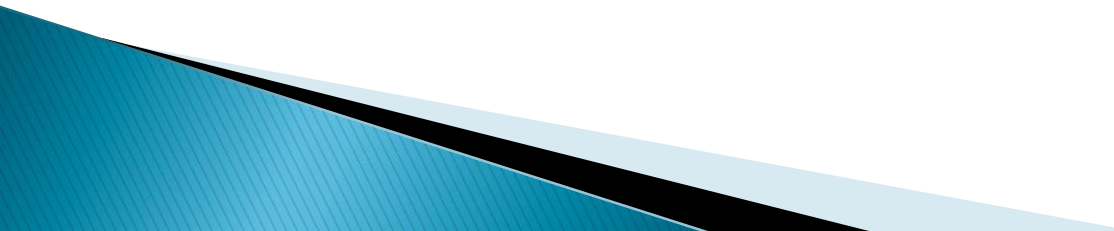
# Process for Developing Systemic Parent Involvement



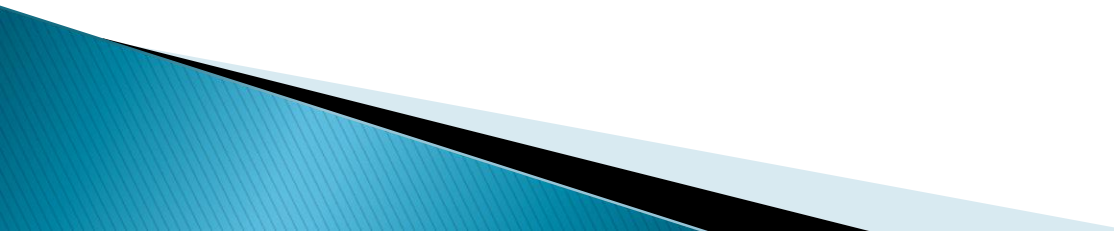
# Reasons to Evaluate

- ▶ Assess progress towards goals
- ▶ Assess impact of activities
- ▶ Title I requirement for the district policy:
  - “...conduct with the involvement of parents, an annual evaluation of the **content and effectiveness** of the parental involvement policy in improving the academic quality of the schools served under this part, including **identifying barriers** to greater participation by parents in activities authorized by this section, and use these findings of such evaluation to **design strategies** for more effective parental involvement, and to **revise, if necessary, the parental involvement policies** described in this section.”  
[Section 1118(a)(2)(E)]

# Title I Annual Evaluation

- ▶ District Policy
  - ▶ Evaluation of content and effectiveness
    - Participant satisfaction
    - Number of participants
    - Change in knowledge
    - Change in actions that impact objectives
  - ▶ Identify barriers
  - ▶ Inform program design & policy revisions
- 

# Uses of Evaluation Data

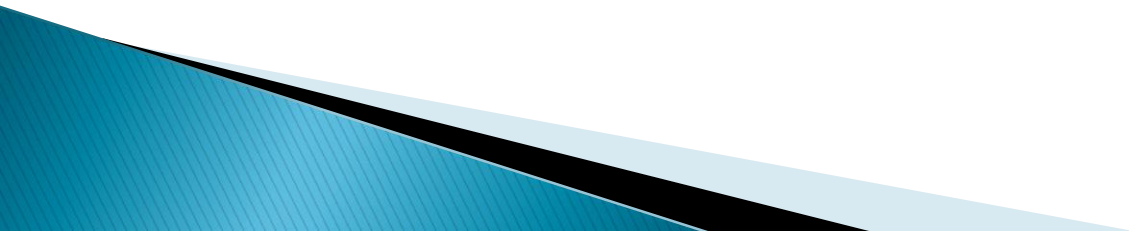
- ▶ Raise awareness of promising practices
  - ▶ Support school improvement efforts
  - ▶ Enhance program sustainability
- 

# How does the district currently evaluate its parent involvement policy and programs?

- ▶ Share out using raise hand feature
- ▶ Elevator speech 😊 (1–2 minutes)

# How to Approach Evaluation

- ▶ Logic Model to guide evaluation strategy
- ▶ Develop indicators that measure progress towards short- and long-term outcomes





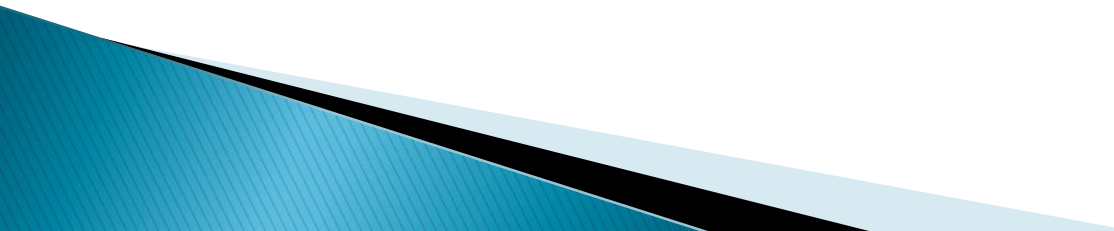
# The Logic Model

- ▶ What is it?
  - A graphic that represents three things:
    1. What the program hopes to accomplish.
    2. What the program is doing.
    3. What the program's impact is on target participants and the community.

# The Logic Model

- ▶ Promotes continuous learning and improvement:
  - Helps identify whether there are logical linkages between inputs and desired outcomes
  - Helps identify indicators of progress towards outcomes
  - Helps distinguish between measures of effort and measures of effect

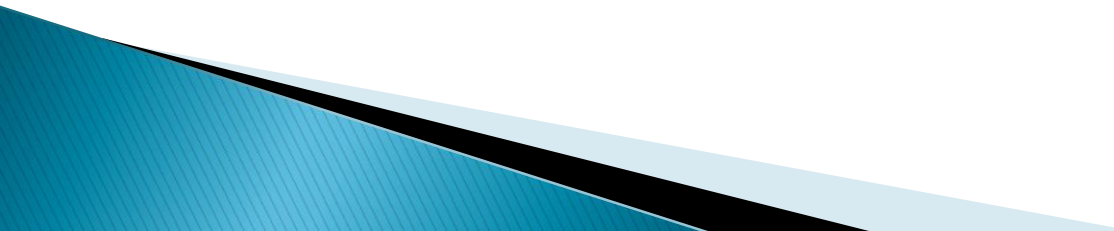
# Key Components

- ▶ **Goals** are the overarching mission of the program and may be achieved over multiple activities
  - ▶ **Objectives** are measurable, identify the target population, offer a timeframe for completion or expected direction of change
  - ▶ **Activities** are very specific tasks that will be pursued during the program's operation
- 

# What to Include in a Logic Model

- ▶ Process & outcome measures
- ▶ May also include:
  - Need statement
  - Resources
  - Short and long term goals

# What's Not Included in a Logic Model

- ▶ Explanation of program theory
  - ▶ Summary of relevant research
  - ▶ Details of program operation
  - ▶ Secondary objectives and activities that aren't primary parts of a program design
- 

# The Basic Logic Model

Goal:

Objectives	Activities	Process Measures	Outcome Measures

# Sample: Logic Model for Parent Involvement

## ▶ How to begin?

- Start with GOAL and work through objectives and activities
  - Common understanding of the program purpose/mission
- Start with ACTIVITIES and work through objectives and goal
  - Common understanding of what is involved in program operations
  - Avoid tendency to form goal to justify activities or leave out the goal

# Goal

Goal: To increase student achievement in reading, by focusing on reading comprehension.

Objectives	Activities	Process Measures	Outcome Measures

The goal is the “big picture” purpose of a program. It may be achieved over multiple activities. Some programs have more than one goal.



# Difference Between Objectives & Activities

- ▶ Plan to do = ACTIVITY
- ▶ Reason for activity... = OBJECTIVE
- ▶ We plan to hold 2 workshops each quarter (ACTIVITY) in order to increase elementary school parents' knowledge of reading strategies to use at home (OBJECTIVE)

# Activities

Goal: To increase student achievement in reading, by focusing on reading comprehension.

Objectives	Activities	Process Measures	Outcome Measures
	PD for teachers on differentiated instruction to increase reading comprehension		
	Reading specialist lead two workshops for parents on the most effective reading strategies to use at home.		
	Distribute 2 books and grade level reading comprehension strategy bookmarks.		

If the district is struggling with objectives, begin by stating what the program does.

# Objectives

**Goal:** To increase student achievement in reading, by focusing on reading comprehension.

Objectives	Activities	Process Measures	Outcome Measures
To increase the reading comprehension performance of Title I students.	PD for all teachers on differentiated instruction to increase reading comprehension		
To <b>increase</b> parents' knowledge of reading strategies to use at home.	Reading specialist lead two workshops for parents on the most effective reading strategies to use at home.		
	Distribute 2 books and grade level reading comprehension strategy bookmarks.		

Objectives must be *measurable* to show what the program has accomplished.

Multiple activities may be used to achieve the same objective.

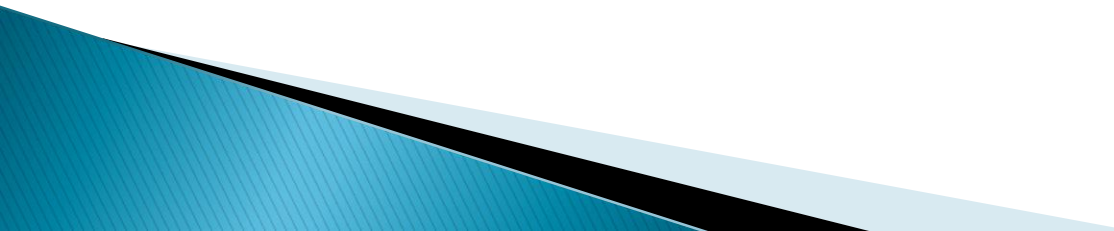
Words like “increase” or “reduce” mean we need to have these measures before program activities occur for comparison.

# Process Measures

**Goal:** To increase student achievement in reading, by focusing on reading comprehension.

Objectives	Activities	Process Measures	Outcome Measures
To increase the reading comprehension performance of Title I students.	PD for teachers on differentiated instruction to increase reading comprehension	<ul style="list-style-type: none"> <li>• Number of teachers reviewing content as useful.</li> <li>• Number of teachers participating</li> <li>• Number of teachers using strategies effectively as seen in classroom observation/walkthrough</li> </ul>	<p>How could we improve this measure?</p>
To increase parents' knowledge of reading strategies to use at home.	Reading specialist lead two workshops for parents on the most effective reading strategies to use at home.	<ul style="list-style-type: none"> <li>• Number of parents reviewing content as useful.</li> <li>• Number of parents participating</li> <li>• Number of parents using strategies effectively with students at workshop</li> </ul>	<p>Each process measure is an indicator of an activity</p>
	Distribute 2 books & grade level reading comprehension strategy bookmarks.	<ul style="list-style-type: none"> <li>• Number of journal entries in shared notebook sent home with parents.</li> </ul>	

# Improving Process Measures

- ▶ Does the measure provide the district with information can be analyzed and understood?
    - How can you make the data more useful?
  - ▶ Is it practical to collect this information?
    - How can it be simplified or more easily obtained?
  - ▶ Can the measures show both good and bad results?
- 

# Improving Process Measures

- ▶ **Current:** Number of parents participating in reading strategy workshops
  - Provides a count of the parents who attended at least one workshop
  - Poor measure of consistent attendance or barriers to attendance
- ▶ **Better:** Number of parents who attended both reading strategy workshops this year
  - Clearer and more specific
  - Better indicator of attendance– we know the same parents attended workshops consistently

# Outcome Measures

Each outcome measure  
is an indicator of an  
**objective**

**Goal:** To increase student achievement in reading, by focusing on reading comprehension.

Objectives	Activities	Process Measures	Outcome Measures
To increase the reading comprehension performance of Title I students.	PD for teachers on differentiated instruction to increase reading comprehension	<ul style="list-style-type: none"> <li>• Number of teachers reviewing content as useful.</li> <li>• Number of teachers participating</li> <li>• Number of teachers using strategies effectively as seen in classroom observation/walkthrough</li> </ul>	Number & percent of Title I students making gains in reading comprehension performance.
To increase parents' knowledge of reading strategies to use at home.	Reading specialist lead two workshops for parents on the most effective reading strategies to use at home.	<ul style="list-style-type: none"> <li>• Number of parents reviewing content as useful.</li> <li>• Number of parents participating in both workshops</li> <li>• Number of parents using strategies effectively with students at workshop</li> </ul>	Number & percent of parents' who learned new effective reading strategies for comprehension.
	Distribute 2 books & grade level reading comprehension strategy bookmarks.	<ul style="list-style-type: none"> <li>• Number of journal entries in shared notebook sent home with parents.</li> </ul>	

How could we  
improve this  
measure?

# Improving Outcome Measures

- ▶ **Current:** Number of parents who learned a new reading strategy to use at home
  - Unclear how “learning” is measured
  - Not specific about how many strategies should be learned
- ▶ **Better:** Number of parents who learned at least 2 new reading strategies to use at home
  - Clearly measured
  - Indicator of *new* skills– can compare to a pre-test on the same information



# Completed Sample Logic Model

**Goal:** To increase student achievement in reading, by focusing on reading comprehension.

Objectives	Activities	Process Measures	Outcome Measures
To increase the reading comprehension performance of Title I students.	PD for teachers on differentiated instruction to increase reading comprehension	<ul style="list-style-type: none"><li>• Number of teachers reviewing content as useful.</li><li>• Number of teachers participating</li><li>• Number of teachers using strategies effectively as seen in classroom observation/walkthrough</li></ul>	Number & percent of Title I students making gains in reading comprehension performance.
To increase parents' knowledge of reading strategies to use at home.	Reading specialist lead two workshops for parents on the most effective reading strategies to use at home.	<ul style="list-style-type: none"><li>• Number of parents reviewing content as useful.</li><li>• Number of parents participating in both workshops</li><li>• Number of parents using strategies effectively with students at workshop</li></ul>	Number & percent of parents' who learned at least 2 new effective reading strategies for comprehension.
	Distribute 2 books & grade level reading comprehension strategy bookmarks.	<ul style="list-style-type: none"><li>• Number of journal entries in shared notebook sent home with parents.</li></ul>	


# Short- & Long-term Outcomes

- ▶ Process measures = short-term outcomes
  - Increased attendance
  - Increased use of something
- ▶ Outcome measures = long-term outcomes
  - Changes in knowledge that impacts objectives
  - Change in actions that impact objectives

*Policy Content*

*Policy  
Effectiveness*

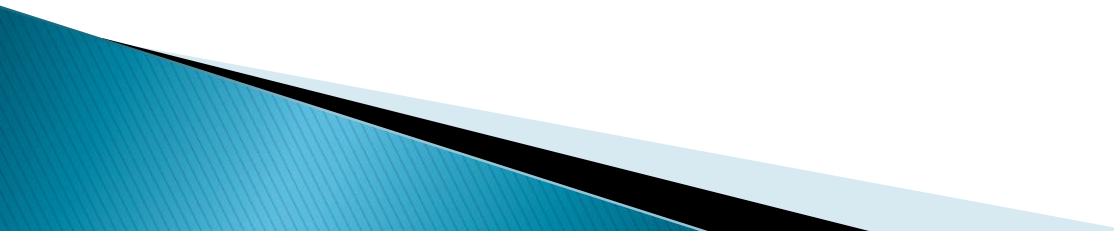
# Collect & Measure

- ▶ Collect data on process measures at the activity or shortly after the activity
  - ▶ Collect data on outcome measures periodically throughout the year and/or at the end of the year
  - ▶ Tools:
    - Survey/Feedback Forms
    - Telephone surveys (informal or formal)
    - In-person conversations (informal or formal)
    - Focus groups
- 

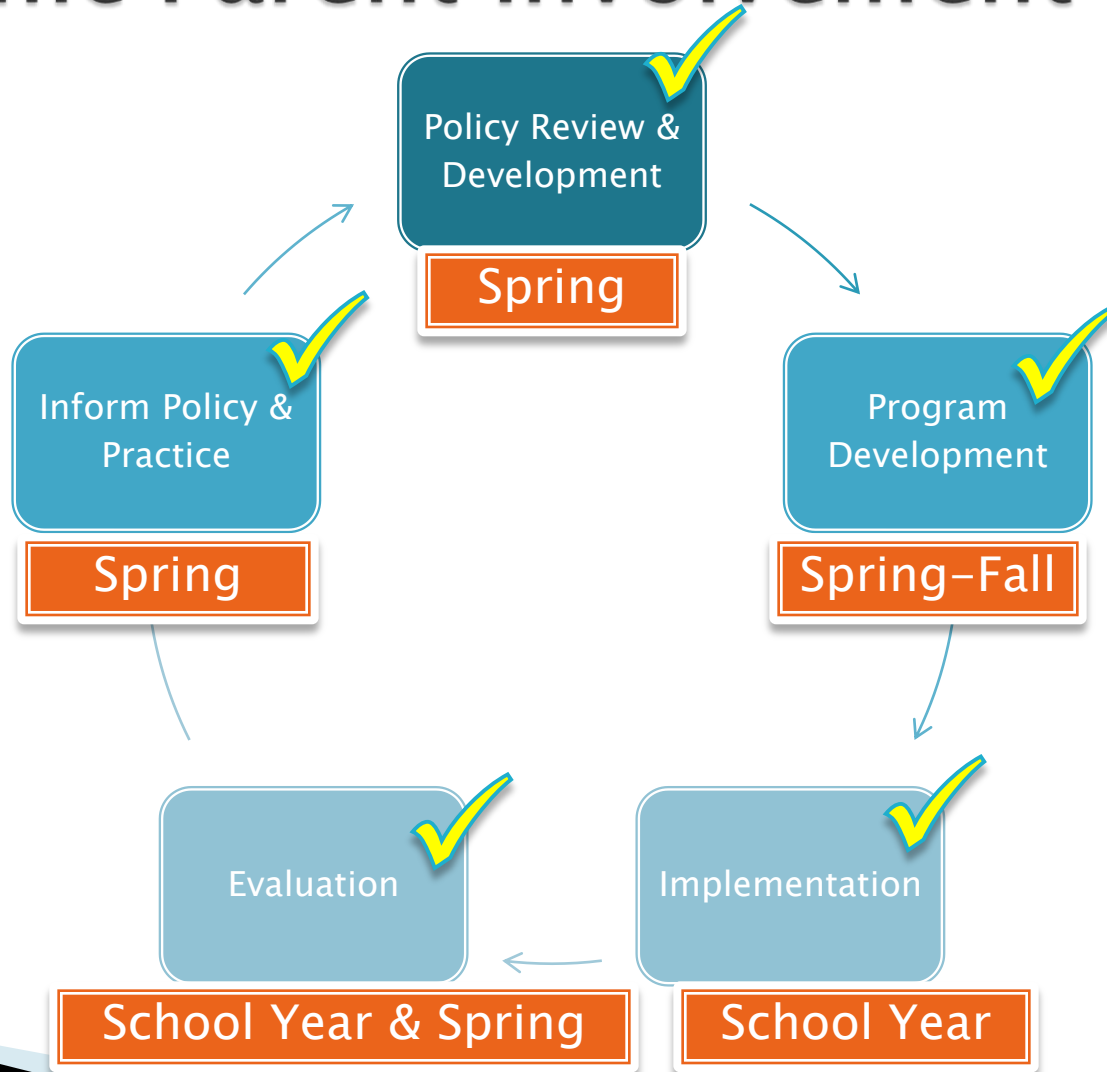
# Process for Developing Systemic Parent Involvement



# Inform Policy & Practice

- ▶ Use analyzed data that was collected
    - What do the process measures tell us about our activities?
    - What do the outcome measures tell us about how we met our objectives?
  - ▶ Address identified barriers
  - ▶ Redesign activities to meet parent involvement components & address anything revealed from evaluation
  - ▶ Review & update district policy
- 

# Timeline: Process for Developing Systemic Parent Involvement

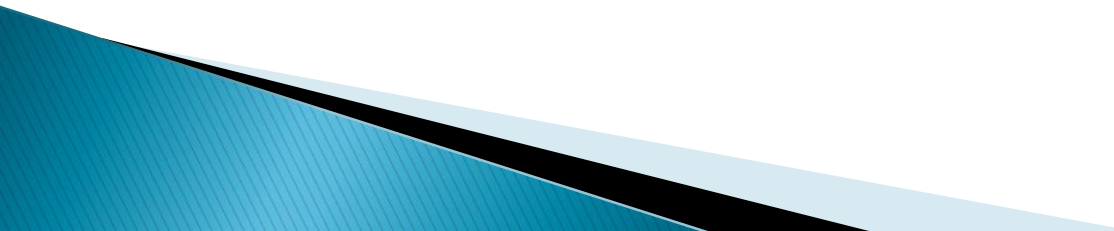


# Questions

- ▶ Submitted
- ▶ Live



# Resources

- ▶ US Department of Education, United Way Worldwide, National PTA, SEDL, and the Harvard Family Research Project: [Webinar 8 “Evaluating Family Engagement Strategies: Addressing Measurement Challenges”](#)
  - ▶ Harvard Family Research Project: [How to Develop a Logic Model for Districtwide Family Engagement Strategies \(Harvard Family Research Project, 2009\)](#)
  - ▶ National Training & Technical Assistance Center (NTTAC): [“Introduction to Program Logic”](#)
- 



# Contact Information

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401-222-8340

*Thank you for your  
time this afternoon!*

